

PURDUE COLLEGE OF EDUCATION

BA in English Education

English Education is a comprehensive teacher preparation program aligned with state and national standards to prepare you to teach English language arts at the secondary level. You will complete extensive coursework in literature, writing, and language—similar to that of non-teaching English majors but broader in scope. You will take professional education courses throughout the program, including content-specific methods courses (i.e., *how to teach* various aspects of English—see back for course descriptions). Field experiences in local secondary schools are built into each semester of the program, culminating in a full semester of student teaching. Along with meeting the requirements to receive an Indiana license to teach ELA for grades 5-12, you will earn a Blended and Online Teaching Certificate and be able to add an additional licensure area to teach English as a New Language or High Ability in grades K-12.



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Six methods courses fall under the purview of Purdue's English Education team:

ENGL 391, Composition for English Teachers (3 credits): This course is typically the first methods course you'll take in this sequence, so it represents a transition from thinking like an English *student* to thinking like an English *teacher*. The course focuses on the teaching of **writing** in the secondary English classroom. Consistent with the Indiana Academic Standards for English Language Arts, which includes writing conventions as a subset of the writing standards, this course integrates pedagogical grammar.

ENGL 492, Literature in Secondary Schools (3 credits): This course focuses on the teaching of **literature** (which includes film, media and visual images) in the secondary English classroom. From the perspective of teacher and student, you will explore a wide range of topics and issues related to the teaching and learning of text in order to develop your understanding of content and instruction to successfully teach diverse students in the secondary English classroom.

EDCI 381, Teaching for Social Justice: Culturally and Linguistically Diverse Learners (3 credits): This course attends to issues of social justice related to literacy and linguistic diversity. Gloria Ladson-Billings' *culturally relevant pedagogy*

and its scholarly descendant, Django Paris' *culturally sustaining pedagogy*, serve as a conceptual framework for the course. Within this framework, students will deconstruct deficit perspectives of dialectical differences, develop asset-based pedagogical practices, and consider restorative justice approaches to classroom management. In short, students will challenge assumptions and face fears about teaching culturally and linguistically diverse students. Note: This course includes a 25-hour (minimum) field experience in a nontraditional school setting.

EDCI 434, Literacy Teaching and Learning in Secondary Schools (2 credits): This course's emphasis on *literacy* as opposed to *literature* is indicative of its specific focus on reading and the various theoretical and practical perspectives that inform our understanding of how students acquire literacy(ies). Although you might think reading fundamentals are the purview of elementary teachers, you can't assume that students come to middle school with the reading skills necessary to be successful in secondary classrooms. Exploring what "literacy" means in the 21st century as well as educational policies affecting how literacy gets taught are also topics in this course. Note: This course includes a 25-hour (minimum) field experience.

EDCI 422, The Teaching of English in Secondary Schools (3 credits): This course is the capstone methods course for English education majors, integrating and building on the various issues of secondary English teaching addressed in previous coursework through an intersectional lens. A culminating assessment of this course is a 4- to 6-week unit of instruction. EDCI 422 has a reputation for being rigorous and intense, but after you survive it, you'll feel as ready as you can be for student teaching! Note: This course includes a 40-hour (minimum) field experience.

EDCI 498, Supervised Teaching of English (12 credits): Your 14-week full-time student teaching experience has a corresponding seminar, during which we frontload one week of daily meetings during which you'll make final preparations for student teaching and engage with readings and guest speakers; then you'll meet periodically during the semester to workshop the portfolio assessment required of all of Purdue's teacher education students. Students typically are placed in middle or high schools in the Greater Lafayette Area and in surrounding counties, though technologies now afford greater flexibility for remote supervision and seminar attendance such that your student teaching experience isn't limited to commutable locations or even Indiana. We also partner with IU and the Department of Defense for students seeking international placements.



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